

Pupil Premium Strategy

2024 - 2028



Pride
Passion
Partnership
Professionalism
Positivity

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	61.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2028 Updated 2021 – 2024 plan as separate document
Date this statement was published	24/07/2024
Date on which it will be reviewed	24/07/2025
Statement authorised by	Amanda Fewkes Headteacher
Pupil premium lead	Amanda Fewkes
Governor / Trustee lead	Mike Cadman

Funding overview

Detail	Amount – 2023/24
Pupil premium funding allocation this academic year	£35,696
Recovery premium funding allocation this academic year	£21,111
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,807

Detail	Amount – 2024/25
Pupil premium funding allocation this academic year	£36,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all, including travel training and careers interviews.

Our strategy is integral to wider school plans for education recovery since the pandemic for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and contribute to their communities outside of school.

As a Trauma Informed and Rights Respecting School, we will ensure that children understand that it is their right to receive a high quality education and that they are capable of achieving their full potential with the right support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and

	the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school and many experience the challenges of a specific learning difficulty, often being diagnosed with dyslexia.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This is a particular challenge in our SEMH Specialist provision, where much is done to support all pupils with this area of executive functioning.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Our enrichment of the curriculum aims to remove this barrier for all students.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel. Titan travel training will support all children to develop this skill for life and forms part of our transition to college programme.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.</p> <p>Children achieving their full potential as evidenced by statutory assessments as well as in-house progress tracking evidence.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28.</p> <p>An increase in achievement at end of KS1/2 assessments, Year 4 multiplication checks and in phonics screening checks.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between</p>

	<p>disadvantaged pupils and their peers. (First Year 11 cohort in 2024/25)</p> <p>Evidence of children achieving their full potential through personalised flight paths through KS4 and beyond; bespoke to interests and aptitude and through a broad and rich curriculum offer.</p>
<p>Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Assessment of pupils’ language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school by the end of our strategy in 2027/28.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHC plan small stepped outcomes; evidenced through learning plans on provision map, in books and through conversations and in the annual review of the EHCP.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families. Life skills and Careers Advice and Guidance (CIAG) support this preparation.</p> <p>Children complete the Duke of Edinburgh’s bronze and silver awards, and carry out work in their local communities, increasing confidence and independence, this also supports work done in Silver and Gold Rights Respecting Schools and Arts Award.</p> <p>Community links.</p> <p>Links with employability are considered in all areas of the curriculum linking to the Gatsby Benchmarks and Careers Information Advice and Guidance. (CIAG)</p>
<p>Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and volunteering opportunities.</p>	<p>All disadvantaged pupils are able to access high quality work experience and volunteering work in the community and access careers mentoring.</p> <p>By the end of 2027/28 and increasingly in each cohort from 2024/5 onwards (first Year 11), disadvantaged pupils are progressing to further education or employment in similar numbers to their non-disadvantaged peers.</p>

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
VNET – Project – Effective Assessment in the Foundation Subjects; Developing High Quality Teaching and a Broad and Balanced Curriculum; Staff development bespoke to school improvement plans	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Pupil Premium Leaders Network: Pupil Premium Network VNET Education CIC – Supporting Non Academic Barriers to Learning; Evaluating Impact and Planning for Sustainability; Embedding and Sustaining Pupil Premium Practices	1,2,3,6 Cost: £3000 plus VAT
VNET - Teaching Walk Thrus	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Closing the attainment gap EEF Teacher Feedback to Improve Pupil Learning EEF	1,2,3,6 £200 plus VAT
NPQSEND	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) And Teacher Feedback to Improve Pupil Learning EEF	1,2,3,5,6 Cost: Funded

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 26,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 coaching and mentoring pre exams	Tuition targeted at specific needs and knowledge gaps can be an effective method	1,2,3,5,6

	<p>to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>And Closing the attainment gap EEF</p> <p>And Teacher Feedback to Improve Pupil Learning EEF</p>	<p>Cost: £10,000</p>
Support with College applications (KS4)	Closing the attainment gap EEF	1,2,3,5,6
Keep Up Catch Up Strategic Approach to identification of gaps in knowledge and understanding and removing these barriers; as well as ensuring no students falls behind due to dysregulation and inability to access any lesson's learning on any given day and is supported to keep up.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>And Teacher Feedback to Improve Pupil Learning EEF</p>	<p>1,2,3,5,6</p> <p>Cost: £3000</p>
Cultural Capital Curriculum enrichment programme for all students – funding of theatre tickets and museum and gallery visits; biophilia programme	<p>Closing the attainment gap EEF</p> <p>Improving Behaviour in Schools EEF</p> <p>Supporting attendance EEF</p> <p>Arts participation EEF</p>	<p>1,2,3,4,5,6</p> <p>Cost: £12,000</p>
Purchase of Learning by Questions Licence to support closing the gaps work and engagement with learning (Supports planning for progression, links to NCETM ready to progress maths materials and evidencing / validating teacher assessment across the curriculum.)	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p> <p>Cost: £1200</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cross Curricular orienteering www.crosscurricularorienteering.co.uk	Embedding physically active learning increases physical wellbeing; positive mental health; emotionally based school avoidance; behaviour for learning; readiness to learn and engagement with learning. Mental wellbeing and physical activity levels: A prospective cohort study - ScienceDirect and Role of Physical Activity on Mental Health and Well-Being: A Review - PMC and Improving Behaviour in Schools EEF	1,2,3,6 Cost: £3600
Arts Award - a programme that inspires young people to explore and develop their arts and leadership skills.	Supporting attendance EEF Arts participation EEF	1,2,3,4,5,6 Cost: £3000
Titan Travel Training	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk) Supporting attendance EEF	4 Cost: staff time already budgeted for in staffing budget; no additional costs.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Enrichment increased for all students, with theatre visits, the ongoing development of the Duke of Edinburgh's Award programme and all children participating in biophilia visits as well as volunteering and engaging with their local community in addition to improving their own school community. Children held a Christmas and Easter fair for peers and were fully inclusive, creating tokens for all to 'spend' as not all would have disposable income for this.

The Trauma and Mental Health informed practitioner team increased with four more staff completing the level five diploma and all staff receiving training from Trauma Informed Schools UK. United Against Bullying work continues with the Bronze Award having been achieved in August 2023. Swimming continued for all students in Years 1-6 and increased numbers of children met the primary school standard of being able to swim 25m. Year 7 students went sailing as part of the enrichment programme which will be further developed across the next four years of the pupil premium strategy.

Engagement with writing continues to improve and additional laptops have been purchased to ensure all have access for learning. Clicker 8 increased willingness to write initially and now students are increasingly willing to write independently and engagement with feedback to support further improvements. Development of this through The Arts Award over the next four years will further increase reasons for writing and spark interest.

Maths continues to strengthen for all pupils and there is no significant gap between children with pupil premium funding and those without. Consultant support and challenge for developing the curriculum further continues with work on the KS4 curriculum and training in maths misconceptions and pedagogy strengthening the offer further. This has been evidenced through children taking Functional Skills Maths and Entry Level Maths exams in Year 10 in preparation for GCSE Maths in Year 11. Entry Level exams are also being studied for in Year 9 moving forwards to further increase opportunities to experience success.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- **Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)**
There were no KS4 students in Year 11 in 2023/24.
Three Year 10 students took Functional Skills Level One maths - all passed.
- **Information from summative and formative assessments the school has undertaken.**
 Year 6 students took end of KS2 SATS and Year 2 students took the end of KS1 SATS. Whilst data is not comparable to mainstream it shows significant progress for each learner and the achievement of attempting the assessments evidenced increased engagement with learning, willingness to try and improved self-esteem. Children across the Primary Phase engaged with NFER assessments termly which allowed us to understand gaps in learning and plan to address these, ensuring that nobody is left behind. Secondary aged children engaged with Entry Level assessments and course work that builds towards achievements on their qualification pathways, supported by careers conversations and post 16 planning in high quality Annual reviews of EHCPs. Analysis of attendance data and the work that has sat behind improving this and removing barriers to full school attendance has ensured that no one group of children is particularly disadvantaged as all are supported to return to full school attendance.
- **School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing**
 - P points data evidenced improving engagement with learning, being in the right place to learn, in the right way, with a positive attitude towards others – percentage increases year on year over the past four years, in spite of the school roll quadrupling in that time evidence the impact of the trauma informed approach. There is no significant difference in data between disadvantaged and non-disadvantaged students due to the nature of the cohorts and type of school, also due to the individualised approach to each student to ensure needs are met.
 - Suspensions and Restrictive Physical Intervention data both show a reducing trend over the last four years as the impact of the strategy was evidenced and readiness to engage with learning increased, in spite of the rapidly increasing roll and increased complexity of need of learners post pandemic.

This is a new strategy having completed the last four-year strategy in 2023/2024. The intended outcomes of the plan were partially met due to increased roll with similar presenting need, but strategic decisions taken continue to have impact over time and areas where further development is

still needed have fed in to this new plan. The review of the previous four-year strategy is on the website contained at the end of that document for reference.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Policy Owner and Contact Details

Amanda Fewkes
Headteacher

Next Review Date: July 2025